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ABSTRACT

One of a series of pre-apprenticeship training modules, this self-paced student training module deals with the ways in which expectations of events and reactions to them either limit individuals or open up possibilities for them. Provided in the module are the following: cover sheet listing module title, goals, and performance indicators; introduction; study guide/check list with directions for module completion; information sheet discussing situations in which expectations influence outcomes of events; self-assessment; self-assessment answers; and post assessment. Topics covered in the module include the importance of putting aside prejudices (prejudgements) before entering work and being able to demonstrate more flexible expectations. (Other related pre-apprenticeship phase 1 training modules are available separately--see note.) (MN)

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INDIVIDUALIZED LEARNING SYSTEMS

PRE-APPRENTICESHIP PHASE 1 TRAINING.

EXPECTATIONS

CE 032 894

Goal:

The student will learn how the ways in which he or she anticipates events influence how he or she is likely to behave. The student will practice avoiding negative self-fulfilling prophecies and rehearse predictions that will increase chances of being successful.

Performance Indicators:

The student will demonstrate understanding of the different effects of expectations by reading and discussing the information section and by completing the spoken and written assignments on alternative predictions.

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Introduction

This module discusses the ways in which our predictions of what is going to happen and of how we are going to feel and behave, either limit or open up possibilities for us. It is important to put aside prejudices (prejudgments) before entering work, and be able to demonstrate more flexible expectations. It will help you to be more open to change, more tolerant of others, kinder to yourself and a more successful worker.

Study Guide

To complete this module, follow the guide below. Please check off the tasks as you complete them.

1.____Read the Information section and discuss it with at least one other person to clarify anything you are unsure of.

2.____Complete the Self Assessment and compare your answers with those on the Answer sheet following the questions. Discuss your answers and any other questions you might have with your instructor, or with a group of five or six other students. Ask your instructor to arrange the class by dividing it into groups.

3.____Complete the Post Assessment. Answer the questions in writing, either by yourself or in small groups. Choose one person to record the answers. When you and your instructor agree that you have demonstrated your understanding of the ideas in this module, go on to the next one.

Information

Although no one yet has come up with a certain method of predicting the future, we live much of our lives as if we ourselves can do it. Not only do we act as if we can predict what might happen, we often arrange things so that what we anticipate will come true; so we can say, "I told you so."
Here are two examples:

1. SITUATION: A person is going for a job interview.
   WHAT THE PERSON EXPECTS: "The interviewer is looking for somebody much better qualified than I am. I don't have much of a chance of getting the job."
   HOW THE PERSON BEHAVES: He or she appears uncertain, disinterested and lacking in confidence. The person is unable to enlarge upon and sell his or her own experience and skills.
   WHAT HAPPENS: The person is turned down. "See, I told you so."

2. SITUATION: You are confronted with a new task, of which you know the component parts, but have never fitted them together before, e.g. you know how to make carpentry joints, but have never built a particular type of frame.
   WHAT YOU PREDICT: "I'll make a mess of this if I'm not shown exactly what to do.
   HOW YOU BEHAVE: You wait around to be told what to do, or interrupt another worker who is busy. You appear to be unsure, lacking in initiative and totally dependent on others.
   WHAT HAPPENS: You acquire a reputation for being incompetent and always needing to be told exactly what to do. "There, I told you so."

There is some feeling of security in being right, but it is a long way from satisfactory if we have our greatest successes in predicting our own failures.

Look at the interview situation from another viewpoint.

3. WHAT YOU PREDICT: "This is a little scary, but it will give me the opportunity to show enthusiasm, a positive attitude toward work, and to communicate the skills and experience I have that are relevant to this job."
   HOW YOU BEHAVE: You're interested and enthusiastic, with a lot of relevant information to give. You seem to have a good work attitude.
   WHAT HAPPENS: You impress your interviewer and have a very good chance of being hired.
   YOUR RESPONSE: "I always believed I had a chance of succeeding." (This is a winner's attitude.)

Having optimistic and positive expectations does not guarantee the future, but it goes a long way toward preparing you to be a winner. (The opposite is much more reliable; predicting failure is likely to bring it about.)

However, it is not enough just to think positive for good things to fall into your lap; this is where your effort and organization count. In order for your expectations to lead you in the direction of success, you need to be both idealistic and realistic. Being idealistic involves having ideas, being creative and imaginative. Being realistic entails keeping close to facts and details, never straying far from what you see as truth. These two stages, the idealistic and the realistic, are not opposed or opposite; they go together. You could describe the idealistic expectations as the plans, whereas the realistic expectations are the finished product.

The sequence goes from planning (idealistic) to the product (realistic) and then back to planning. The cycle is continuous; it never needs to end. In the same way, as soon as you find your expectations and/or predictions of what will happen are getting stereotyped and recurring over and over again, it is time to change them. Look for alternatives. Rewrite your future.

Many people either leave out the idealistc stage and remain trapped in their past experience of reality. That means that if you had difficulties in some situations in the past, you predict you will have the same problems in the future.

This leads to the old punch line, "I told you so."

On the other hand, some people do not arrive at the realistic stage; they stay in the dreaming state, e.g. "someday I'll be left a fortune, I'll be offered a top job, my boss will leave." Or, like the entry-level worker at his or her interview who says his or her ambition is to be president of the company; the aim, in itself, is not silly, it simply has not been through the second stage of reality .

Here is the process in action:
IDEALISTIC PREDICTION: I will be the owner of the largest construction business in the country.
REALISTIC PREDICTION: If I gain the experience, work hard at the skills and keep my eyes open for opportunities, I will progress quickly in construction work and maybe I'll be able to form my own sub-contracting business, and then....
PRESENT BEHAVIOR: Working to achieve one step at a time.
COMMENT: The realistic prediction arises out of the idealistic one, and has a good chance of happening.

Expectations for yourself are similar to making pre-judgments about other people or groups of people. Have you noticed that people who are heavily prejudiced, maybe against young workers, old workers, men, women or whatever, rarely change their mind when they encounter disproof of their initial expectation? They will often counter contrary evidence by saying, "He or she is an exception; the rest of them are just as I've always told you." The same goes for people who are not flexible about their expectations or predictions. They will turn around, after a very successful experience (to everyone else's eyes) and say, "That was just a fluke--just good luck for once," and they imply, "you wait until next time and I'll show you how I can fail." They engineer the future so that they can say, "See, I told you so."

This module is written with the assumption that it still feels better to win than to lose. Of course, losing is easier, more predictable. It is more

difficult, but much more satisfactory, to make a prediction that results in you being able to say, "I always believed that I could do it." That is a hard-won and well-deserved success.

You deserve it.

Self Assessment

Following are some common personal expectations. In the space by the number write a T if it seems true for you, or an F if it seems false for you.

1. _____Any job I try for, there will be plenty of better people applying.
2. _____Getting into a trade will be difficult, but it is worth preparing for and sticking with.
3. _____I will be able to find interest in most work.
4. _____The more I allow people to know me, the more likely it is that they will accept me for who I am.
5. _____I will never be happy unless I have a continuous, close, romantic relationship with someone.
6. _____There will be only one job that I could ever fully like.
7. _____Nobody could ever love me.
8. _____I will find it impossible to be on time for work in the mornings.
9. _____I will take responsibility for my actions and allow other people to take responsibility for theirs.
10. ____I will always be a failure until I get a top job.
11. ____Most people will put in a hard day's work if they feel they are getting a fair return for their labor.
12. ____At work, there will be excessive demands on me to perform better than I can.
13. ____A good job will give me a lot of sense of self-respect.
14. ____I won't be able to fit in with rules that someone else has made up.
15. ____I will probably meet a lot of people I like in my work.

16.____Most people in work are honest and dependable.

17.____If people get to know me, they will not like me.

18.____I will be happy if I can like myself.

19.____I will be rewarded and recognized to the extent that I put in the effort.

20.____If I can give love and friendship, I can receive it.

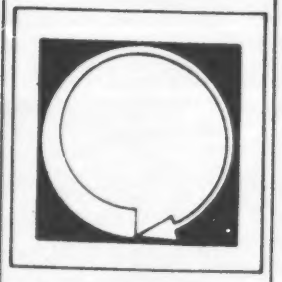
Self Assessment Answers

1. F
2. T
3. T
4. T
5. F
6. F
7. F
8. F
9. T
10. F
11. T
12. F
13. T
14. F
15. T
16. T
17. F
18. T
19. T
20. T

THE SITUATION	WHAT YOU EXPECT/ PREDICT MIGHT HAPPEN	HOW YOU MIGHT BEHAVE OR FEEL	POSSIBLE CONSEQUENCE
A young worker's first day on the job.	When you start on the job, the other workers will play practical jokes on you to make you look like a fool.	"I'll show them. They won't fool me." You act unfriendly and cautious, responding to the simplest request with suspicion, unable to laugh at anything in fear of being made a fool.	The other workers think, "This kid seems hostile, not making any effort." They ignore you or send you for a "wire stretcher." Your response: "I told you so."
THE FIRST PREDICTION WAS ONE LEADING TO FAILURE: HERE IS AN ALTERNATE RESPONSE			
The same	"When you start a job, it's necessary to show that you can get along. Sometimes, as an initiation, you have harmless jokes played on you. This is something to have fun with.	Showing skills at being friendly and having a sense of humor. When you're asked to get a rubber hammer from the truck, you get a cup of coffee and come back later, looking bewildered and saying, "They didn't have one."	Other workers have a good laugh and think "this kid's pretty sharp and can take a joke." Your response: "I knew I could come through in a positive way."

Following is an example of what you will be asked to do.

Post Assessment



Now, you are asked to do the same for the situations described below. What is the worst thing you might expect in that situation. Write down how you might feel and act if you believed that prediction would definitely come true. Follow through on the possible consequences. Then take the same situation and try rewriting the future. Under "what you expect," write a positive anticipation of what might happen. Again (after discussion, if you are working with a group) write down how you might act and feel if that expectation came true. Suggest the possible consequences. In doing this exercise, try to keep as close to your own actual experiences as possible.

THE SITUATION	YOUR EXPECTATIONS OF WHAT MIGHT HAPPEN	HOW YOU MIGHT BEHAVE AND FEEL	POSSIBLE CONSEQUENCES
1 A. It is 1:00 a.m. You are returning home much later than you said you would. As you enter the front door, a light goes on in one of the bedrooms	The worst:		
----------NOW WRITE AN ALTERNATIVE EXPECTATION			
1 B. The same:	The best:		
2 A. You are an apprentice. It is lunchtime; and you enter a room where a group of workers you don't know very well are talking and laughing.	The worst:		
----------NOW WRITE AN ALTERNATIVE EXPECTATION			
2 B. The same	The best:		

Two more situations are suggested. These will require another worksheet.

3 A. You are late in completing your job assignment. Your supervisor is coming up to you.

4 A. It is the day of the picnic you have planned with your friends. You turn on the radio to listen to the weather forecast.